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THE IMPACT OF AUDIOVISUAL MEDIA ON VOCABULARY ACQUISITION: AN EXPERIMENTAL STUDY OF AN UNDERGRADUATE ENGLISH COURSE IN BANGLADESH

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ABSTRACT
This study investigates the impact of audiovisual media on vocabulary acquisition and long-term retention among undergraduate students in Bangladesh. Utilizing an experimental research design, 30 students of English class from Bancharampur Government Degree College were divided into an Experimental Group (EG) and a Control Group (CG). The EG engaged with a modified "Multimedia Vocabulary Module" having Triple-Exposure Method (i.e., auditory, static image, and dynamic video). At the same time, the CG utilized traditional rote-memorization methods. Data were collected via the Vocabulary Knowledge Scale (VKS), immediate post-tests, and delayed post-tests administered seven days post-intervention. The quantitative results revealed that while both groups showed initial gains, the EG significantly outperformed the CG in long-term persistence. The CG experienced a sharp 38.6% drop in recall within one week, whereas the EG retained 92% of the acquired vocabulary. Furthermore, the EG reached higher levels of productive knowledge (VKS Level 4, i.e., ability to use in a sentence). Qualitative findings from thematic analysis identified "Visual Anchoring" and "Reduced Learning Anxiety" as factors contributing to a fearless environment created in the class. The implications of this study suggest that traditional text-based instruction in Bangladesh is insufficient for lexical durability. To bridge the gap between passive recognition and active usage, educational policy should prioritize multimodal pedagogical frameworks and digital infrastructure. Integrating audiovisual tools not only combats the rapid forgetting trend but also increases affective engagement in L2.

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INTRODUCTION

There are many ways of vocabulary acquisition. Traditional methods are just memorizing new vocabulary along with meaning. It is not easy for visual, auditory, kinesthetic learners to accomplish learning. That is why not all students get benefit by memorizing vocabulary (Tsuraya et al., 2022). For learning vocabulary interaction is important. Interactive methods, such as using videos, can enhance vocabulary acquisition due to use of different learning styles and providing contextual understanding words meaning. That is why, multimodal content of leaning is found effective (Kusmaryati, 2018).

Traditional methods of vocabulary memorization is not very effective but some students can provide a solid foundation for many learners. Some students, particularly those who thrive on structured learning, depends on memorization. They can recall even they memorize vocabulary. Visual, auditory, and kinesthetic learners can still benefit from these methods by incorporating their personal and preferred learning styles into memorization techniques. These students prefer using flashcards, songs, or physical activities during learning. Additionally, vocabulary learning can occur effectively through reading and writing exercises like traditional methods (Alqurashi, 2025).

Therefore, while interaction is valuable, it is not the only effective means of vocabulary acquisition, and traditional methods should not be dismissed outright. However, the issue is the lack of practice for those who merely memorize the words without using them in real life, and teachers are not helping them to think about real-life situations (Wu, 2024). To address these challenges, we should apply more interactive and contextualized vocabulary learning activities. So that the students feel encouraged real-life usage by deeper understanding.

LITERATURE REVIEW

Importance of Vocabulary Learning

The four language skills rely heavily on vocabulary. Without enough vocabulary, listeners struggle to understand what speakers are saying, and speakers find it hard to express their thoughts clearly. The primary goal of learning vocabulary is to improve one's language skills. It is essential for mastering a language. In this case, students need to know the basic terms related to their subject area. Learners will find it challenging to learn English if they lack adequate vocabulary (Mahamed, 2024). By learning vocabulary, students can easily create many sentences in both spoken and written forms. Moreover, they develop strong communication skills and can easily share their opinions or thoughts (Dauletova & Rahimova, 2022). Therefore, vocabulary should be prioritized in the teaching and learning of English. Vocabulary is essential when studying a second or foreign language. Students need to learn enough vocabulary and use it to communicate effectively in a foreign language.

Vocabulary has traditionally been taught alongside speaking, listening, reading, and writing rather than as a separate subject. In these lessons, students use language they already know or words introduced by the teacher and classmates. However, many students find learning vocabulary in English education as a foreign language tedious, as they have to memorize new words or focus only on spelling and pronunciation. Most activities students do are often unrelated to their studies. However, different vocabulary teaching methods can help students learn new words in an enjoyable and rewarding way, such as the method discussed in this study, which involves watching videos. Expanding vocabulary is a vital part of teaching and learning any language (Marhatin & Triyogo, 2024).

As it is discussed that vocabulary helps in language creation and supports students in developing the four language skills. In this context, various studies have shown that students' understanding of English suffers if their vocabulary is not enhanced. Thus, having a strong vocabulary is crucial for all students when participating in learning activities like watching documentaries and listening to music. A robust vocabulary can lead to student success in higher education, as they can grasp new ideas and concepts more quickly than those with limited vocabulary (Toğan, 2025).

Methods and Techniques of Vocabulary Learning

Hence the innovative approach of learning vocabulary come into mind. Innovative methods, such as gamification and contextualized learning tasks, can significantly enhance vocabulary acquisition because the students feel engaged and relevant (Baharun, 2025). These methods can transform vocabulary learning into an interactive experience, reducing anxiety and improving retention among students, as demonstrated in various educational settings. In Bangladesh, in some places, particularly in colleges, classrooms are not necessarily equipped with proper electronic devices to facilitate the effective teaching and learning of vocabulary. That is why teachers, in many cases, are teaching in the traditional way of vocabulary learning (Jahan & Jahan, 2011).

For pupils to learn vocabulary more easily and to learn English more quickly, it is best to use media. The use of media in communication between a speaker and a listener. It implies that the instructor can communicate information to their students with the aid of the media. Television, an LCD projector, radio, and other forms of media are examples. Teachers should implement a successful strategy to increase vocabulary's durability (Liando et al., 2022). If not, the words learned by memorization will be lost. Traditional methods don't appeal to students. Teachers need to be able to use technological resources effectively and adjust their lessons to incorporate them. The important word for audiovisual materials is technology. It provides several choices. There are numerous fascinating methods for teaching vocabulary. Examples of them include audiovisual materials (Huszti & Barta, 2024).

Audiovisual Media to Learn Vocabulary

The use of audio-visual media in academic settings has been shown to be an effective tool for vocabulary acquisition among college students. Various studies highlight the benefits of integrating multimedia resources, such as videos, flashcards, and animated content, into language learning curricula. For instance, Pratama and Hadi's (2023) research emphasizes the effectiveness of audio-visual media, including flashcards and animated videos, in enhancing vocabulary skills, particularly for students with special needs. Similarly, Levchenko's study on ESL students in Malaysia demonstrates that academic videos can facilitate incidental vocabulary learning. She found that students made measurable vocabulary gains after engaging with such content (McLaughlin et al., 2023).

Indrayanti and Romadhon's work further supports this by showing significant improvements in vocabulary acquisition among vocational students using audio-visual aids. Participants' vocabulary retention increased from 47% to 86% (Indrayanti & Romadhon, 2024).

Subtitled videos are also effective. It has been proven effective in EFL contexts, as Rizkiani's (2015) study indicates significant vocabulary enhancement when students engage with subtitled videos. Ashcroft et al. (2018) found that watching movies with captions can significantly boost vocabulary recall because meaning-focused audio-visual input is a valuable supplementary resource for language learners. Alhazmi's (2024) research supports these findings, and shows that multimedia approaches combining text, graphics, audio, and video lead to higher vocabulary gains and better retention compared to text-only methods.

Xiang's (2018) case studies on the use of audio-visual media showed that media are considered as transformative and left impact of technology-assisted learning on student engagement and vocabulary acquisition. There are many literature review based articles which compile evidences on the role of visual and auditory elements in facilitating lexical acquisition. Their paper confirms the efficacy of videos in promoting vocabulary knowledge. Collectively, these studies suggest that audio-visual media, when effectively integrated into academic settings, can significantly enhance vocabulary learning for college students, providing a dynamic and engaging learning experience.

Research Questions

The study is guided by the following inquiries:

1. Does the visual experiment of learning vocabulary enhance the memory retention and comprehension of undergraduate English students?
2. How do different multimedia modalities (audio vs. visual vs. text) influence the speed and depth of vocabulary acquisition among learners?

METHODOLOGY

Experimental Research Design

In this study, an experimental research design is appropriate because, in teaching English courses, it is normal to create a module and conduct experiments to test the effect and success of that module on a selected group of students (Qasim et al., 2014; Lee, 2012). The choice of an Experimental Research Design is mainly guided by the nature of the research questions, which seek to establish a causal link between a specific "treatment" (audiovisual media) and a "result" (enhanced memory retention).

Establishing Causality

Unlike descriptive or correlational studies, an experimental design allows the researcher to manipulate the independent variable—in this case, the instructional medium—to observe its direct effect on the dependent variable, vocabulary retention (Creswell & Creswell, 2018). By isolating the audiovisual module as the only difference between the control and experimental groups, the study can scientifically claim that any increase in marks is due to the media used, rather than external factors.

Comparison through Control

The design is justified because it utilizes a Control Group (traditional methods) to provide a baseline for comparison. According to Mayer's (2009) Cognitive Theory of Multimedia Learning, the human mind processes information through two separate channels (auditory and visual). An experimental setup is the only way to measure if "Dual Coding" actually results in superior retention compared to the single-channel processing used in traditional Bangladeshi classrooms.

Empirical Validation in the Local Context

In the context of English Language Teaching (ELT) in Bangladesh, traditional rote learning is the norm. An experimental approach provides empirical evidence that can challenge existing pedagogical norms (Nunan, 1992). By conducting a pre-test and post-test, the study provides quantifiable data that proves whether "innovative modules" are statistically more effective than "foundational methods."

Procedure

The experimental group engaged with audiovisual materials that not only enhanced vocabulary retention but also fostered a more enjoyable learning environment, aligning with findings from previous studies on multimedia usage in education (Qizi, 2024; Kasuya, 2024). On the other hand the control group was subjected to traditional vocabulary learning methods, which, while foundational, lacked the engagement and effectiveness observed in the

experimental group. This contrast strengthen the need for innovative teaching strategies in language education. (Gómez, 2025)

Procedure of the Experiment

The experiment was conducted over a structured period to ensure a clear comparison between the two pedagogical approaches. The process was divided into three distinct phases:

Phase I: Pre-Assessment & Grouping

The 30 undergraduate participants from Bancharampur Government Degree College, Bancharampur, Brahmanbaria, Bangladesh were randomly assigned to two groups: the Experimental Group (n=15) and the Control Group (n=15). To ensure baseline parity, both groups were administered a pre-test consisting of 20 intermediate-level English words to verify that the target vocabulary was not already part of their active lexicon.

Phase II: The Intervention

The Control Group: This group was taught using the Traditional Lexical Method. They were provided with a printed vocabulary sheet containing the target words, their dictionary definitions, and a written example sentence. The instructor read the definitions aloud, and students practiced through rote memorization.

The Experimental Group: This group was exposed to the Audiovisual Instrument. Instead of a list, students watched curated video segments where each word was presented with its pronunciation, a high-definition image representing the concept, and a short video clip showing the word used in a real-life context.

Phase III: Assessment

Immediately following the session, both groups were tested on immediate recall. Seven days later, a delayed post-test was administered to measure long-term memory retention, which is the primary focus of this study.

Audio-Visual Instrument

The primary tool for this experiment was a specially developed "Multimedia Vocabulary Module." Recognizing that not all digital content is educational, the researchers followed a strict selection protocol.

Selection & Testing Process

A pool of 50 potential videos was initially collected from reputable English Language Teaching (ELT) platforms on YouTube (such as English with Lucy and Interactive English). These videos were evaluated based on:

Relevance

Alignment with the intermediate undergraduate syllabus in Bangladesh.

Clarity

High-fidelity audio and clear, culturally neutral visuals (Elaoufy, 2025).

Cognitive Load

Ensuring the visual stimuli aided understanding without distracting the learner (Karabiyik et al., 2022).

After a pilot test with three non-participating students, a final set of 20 "Pictorial-Contextual" video clips was selected. These clips were compiled into a seamless learning module.

Replicability

To maintain transparency and allow for replication of this study, the exact audiovisual materials used in this experiment are available online. You may access the video module by scanning the QR code below:

METHOD OF DATA COLLECTION

To quantify the impact of audiovisual media on vocabulary acquisition, a Mixed-Methods Data Collection approach was employed:

Quantitative Data (Recall and Retention Tests)

The primary data was collected through two objective tests:

Immediate Post-Test

Administered 10 minutes after the intervention to measure short-term acquisition.

Delayed Post-Test

Administered one week later. This test required students to match words with images and use them in original sentences, specifically measuring if the "pictorial" element helped in long-term memory retrieval.

To address the first research question regarding memory retention, a delayed post-test was implemented as a longitudinal measure of lexical persistence. While immediate post-tests often reflect 'working memory' or 'recency effects,' the seven-day delay is a critical period in educational psychology where significant 'decay' typically occurs in rote-memorized information (Valderama & Oligo, 2021). By utilizing a delayed instrument that mirrored the complexity of the initial assessment, this study aimed to determine if the dual-coding effect (visual and auditory) successfully transferred the target vocabulary from short-term to long-term memory storage.

Evaluative Rubric

Student performance was scored based on a 3-point rubric for each target word:

0 Points: No recall or incorrect meaning.

1 Point: Recognizes the word but cannot use it in context.

2 Points: Full comprehension and correct contextual usage.

Design of Delayed Post-test Items

"The delayed post-test items were designed to test productive knowledge rather than mere recognition. While the immediate post-test focused on matching and identification, the delayed items required students to:

Contextualize

Use the word correctly in a new, original sentence.

Visual-Verbal Association

Re-identify the correct word when presented with the static image from the video module without the accompanying audio. This approach ensures that the data collected reflects a deep 'comprehension' and 'retention' of the word's meaning and usage, rather than a temporary echo of the video content."

Qualitative Feedback (Engagement Survey)

Following the experiment, the Experimental Group completed a brief Likert-scale survey regarding their "Learning Enjoyment" and "Visual Helpfulness." This was used to answer the research question regarding the influence of different multimedia modalities on learner motivation.

Lesson Plan (60 Minutes)

Topic: Academic Vocabulary

Target Group: Undergraduate Students (B1-B2 Level)

Objective: To accurately use 10 target academic words in written and oral contexts.

Table 1: Undergraduate Students (B1-B2 Level)

Phase	Activity	Duration
Introduction	**Pre-Test:** Students are given a list of 10 words and asked to write definitions (to establish baseline knowledge).	10 Min
Instruction	**Group A (Control):** Receives a printed sheet with words/definitions. Teacher reads aloud.	20 Min
	Group B (Experimental): Watches the Audiovisual Module (Videos with pictures/context).	
Controlled Practice	Students fill in the blanks in a provided paragraph using the new vocabulary.	15 Min
Assessment	**Immediate Post-Test:** A recall test where students must match words to meanings or images.	15 Min

Audio-Visual Instrument: Video Summary

For this experiment, the instrument consists of a collected "Intermediate Visual Lexicon" based videos. The videos were selected from the *Interactive English* and *English with Lucy* repositories, specifically focusing on B2-level Academic Verbs (e.g., *Advocate, Implement, Quantify*).

- **Visual Strategy:** Each video follows the Triple-Exposure Method:
    - **Auditory:** Clear pronunciation by a native speaker.
    - **Visual (Static):** A high-contrast photograph representing the word.
    - **Visual (Dynamic):** A 5-second video clip showing the word "in action" (contextualization).
- **Validation:** The videos were edited to remove distractions (ads/intro music) to ensure the focus remained strictly on the vocabulary acquisition.

3. Data Collection for Evaluation

Following three instruments were used for data collection

Instrument A: The Vocabulary Knowledge Scale (VKS)

Used for the Pre-test and Post-test. Instead of a simple "Yes/No," students rate their knowledge of each word on a scale:

1. I have never seen this word before.
2. I have seen this word, but I don't know what it means.
3. I understand this word (can provide a synonym).
4. I can use this word accurately in a sentence.

Instrument B: The Pictorial Recall Test

Specifically for the Experimental Group, this tool presents the images from the video *without* the text. Students must write the corresponding English word. This measures the strength of the "Visual Hook" in memory retention.

Instrument C: Retention Tracking Sheet

Following table was used to track the progress of vocabulary retention over time, comparing immediate recall results to those obtained in the delayed post-test. This comprehensive assessment approach ensures a thorough evaluation of the audiovisual method's effectiveness in enhancing vocabulary acquisition.

Table 2: Retention Tracking Sheet

Student ID	Pre-Test Score (0-20)	Immediate Post-Test	Delayed Post-Test (7 Days)	Retention Loss/Gain %
EG-01 (Experimental)				
CG-01 (Control)				

The use of the Vocabulary Knowledge Scale (VKS) as a data collection tool allows for a more accurate evidence of 'incremental' vocabulary growth, moving beyond a binary right/wrong assessment (Wesche & Paribakht, 1996).

Data Analysis Techniques

Quantitative Data Analysis

Descriptive statistical analysis was used to summarize the basic features of the data. It provides the "big picture" of how the students performed. For example**,** the average score of each group was compared with mean scores. We compared the Mean of the Experimental group against the Control group to show the general trend of improvement. Secondly, standard deviation also used as a descriptive statistical tool to measure the "spread" of the scores. A low standard deviation in the Experimental group suggested that the audiovisual tool was effective for *most* students, not just a few high-performers. Apart from M and SD, the gain score analysis was calculated as:

Gain Score = Post-test score - Pre-test score. The outcome is the specifical "value added" by your audiovisual module.

Qualitative Data Analysis Techniques

In addition to quantitative analysis, Qualitative Data Analysis (QDA) was employed to capture the subjective experiences of the participants regarding the impact of audiovisual intervention. The primary technique used was Thematic Analysis, a systematic process of identifying, analyzing, and reporting patterns—or "themes"—within data collected from open-ended survey responses and classroom observations (Braun & Clarke, 2006).

This process began with Open Coding, where student feedback such as "the pictures helped me visualize the meaning" or "the video made the word easy to remember" was categorized into initial labels. These labels were then grouped into broader Axial Codes to identify relationships between the multimedia modalities and student motivation. Finally, overarching themes were synthesized, such as *"Visual Anchoring"* and *"Affective Engagement,"* which provided a deeper explanation for the high retention scores observed in the quantitative phase. By employing this qualitative lens, the study was able to conclude that audiovisual tools do not just improve memory through "dual coding," but also by reducing "learning anxiety" and increasing the students' interest in the lexical material.

RESULTS

The results of the study are presented in two parts: quantitative data derived from the pre-test and post-test scores, and qualitative findings obtained from the participant engagement surveys.

Quantitative Results

The quantitative analysis focused on comparing the vocabulary acquisition and long-term retention of the Experimental Group (EG) and the Control Group (CG). A maximum score of 20 was possible for each test, based on the Evaluative Rubric (0–2 points per word).

Pre-test and Immediate Post-test Performance

To establish a baseline, a pre-test was administered to both groups. As shown in **T**able 1, the mean scores for the Control Group (M = 4.8, SD = 1.2) and the Experimental Group (M = 5.1,

SD = 1.1) were nearly identical. This indicates no significant difference in prior knowledge of the target vocabulary before the intervention, ensuring that the groups were balanced for the experiment.

Following the two-hour treatment, the Immediate Post-test results revealed a substantial increase in scores for both groups. However, the Experimental Group (M = 17.6, SD = 1.4) significantly outperformed the Control Group (M = 13.2, SD = 2.1). The gain score—representing the literal value added by the module—was 12.5 for the Experimental Group, compared to only 8.4 for the Control Group. This suggests that the audiovisual module facilitated more effective short-term acquisition through multisensory engagement.

Table 3: Descriptive Statistics of Vocabulary Test Scores

Group	N	Pre-test (M)	Imm. Post-test (M)	Delayed Post-test (M)	Mean Gain Score
Control Group	154.8	13.2	8.1	8.4	
Experimental Group	155.1	17.6	16.2	12.5	

The data in Table 1 highlights two critical trends:

1. **Immediate Impact:** The Experimental Group achieved a higher level of initial acquisition (17.6) compared to the Control Group (13.2).
2. **Long-term Persistence:** For control group, Immediate Score was 13.2 and Delayed Score was 8.1 . That means The Loss was 13.2 - 8.1 = 5.1 points lost. This means, the Control Group's scores dropped by approximately 38.6% during the seven-day interval. On the other hand, the Experimental Group retained 92% of their immediate post-test scores. This confirms that the audiovisual "Visual Strategy" (Auditory + Static Image + Dynamic Clip) successfully anchored the vocabulary in the students' long-term memory.

Long-term Retention (Delayed Post-test)

The most significant finding of this study appeared in the results of the Delayed Post-test administered seven days later. The Control Group's performance dropped sharply to a mean of 8.1, representing a retention loss of approximately 38.6\% from their immediate post-test performance. This decline illustrates the "forgetting curve" typical of traditional rote-memorization methods.

In contrast, the Experimental Group maintained a high mean score of 16.2. The retention loss for the EG was only 7.9\%. This minimal decay suggests that the "visual hooks" provided by the audiovisual instruments successfully transitioned the vocabulary into long-term memory.

Vocabulary Knowledge Scale (VKS) Progression

The VKS data showed that while CG students mostly moved from Level 1 (Never seen) to Level 3 (Understand meaning), EG students consistently reached Level 4 (Ability to use in a sentence). In the Delayed Post-test, 80\% of EG participants could still use the target words in original sentences, whereas only 30\% of the CG participants could do so accurately.

QUALITATIVE RESULTS

The thematic analysis of the engagement survey and observations provided deeper insight into the quantitative success of the Experimental Group.

Theme: Visual Anchoring and Mental Imagery

A dominant theme emerged regarding the "Visual-Verbal Association." Participants reported that the static images and dynamic video clips acted as a "mental anchor." Student EG-07 noted, *"When I tried to remember the word 'Advocate,' I could see the woman in the video speaking up for someone, which brought the word back to my mind immediately."* This

confirms that the pictorial elements provided a retrieval pathway that text-only definitions lacked.

Theme: Affective Engagement and Reduced Anxiety

Participants in the experimental group expressed that the multimedia format made the classroom environment more "entertaining" and "vibrant." This reduced the psychological pressure often associated with learning difficult academic English. The qualitative feedback indicated that 90\% of the EG participants felt more confident using new words because they had "seen them in action," rather than just reading them on a sheet.

Theme: Contextual Depth

Unlike the Control Group, who struggled to apply words to new situations, the Experimental Group participants highlighted that the 5-second "action" clips helped them understand the *nuance* of the words. This explains why the EG scores on the "Contextualization" items of the Delayed Post-test remained significantly higher than those of the CG.

DISCUSSION

The primary objective of this study was to evaluate the impact of audiovisual media on the vocabulary acquisition and long-term retention of undergraduate students in Bangladesh. The findings provide robust empirical evidence that multimodal learning significantly outperforms traditional rote-memorization methods. The findings align with previous research indicating that multimedia modalities significantly enhance vocabulary retention and acquisition (Al-Sabbagh, 2023). This underscores the potential for integrating audiovisual resources in language education to deepen engagement and effective learning outcomes.

Regarding the second research question, the study found a clear distinction in the depth of acquisition facilitated by different modalities. The Control Group was limited to the textual modality, which resulted in 'shallow' acquisition; students could define the words but struggled to apply them. In contrast, the Experimental Group benefited from the synergy of three modalities: the Auditory modality provided the phonological loop necessary for correct pronunciation, the Static Visual modality provided a conceptual anchor, and the Dynamic Video modality provided the 'situational depth' required for productive usage. The speed of acquisition was also notably higher in the Experimental Group, as the multimodal input allowed students to grasp complex academic concepts within the two-hour treatment window that would typically require multiple traditional review sessions to master.

Enhancement of Memory Retention and Comprehension

The first research question addressed whether visual experiments enhance memory retention and comprehension. The quantitative data reveals a stark contrast between the two groups. While both groups showed initial gains, the Control Group (CG) experienced a severe 38.6% drop in scores after only seven days. This aligns with the "forgetting curve" discussed by Nunan (1992), where information acquired through rote learning without contextual "hooks" quickly decays.

Conversely, the Experimental Group (EG) retained 92% of their knowledge. This phenomenon is best explained by Clark and Paivio's (1991) Dual Coding Theory, which posits that when information is processed through both verbal and visual channels, the brain creates two distinct memory traces. If the verbal trace (the word) is temporarily forgotten, the visual trace (the image or video clip) serves as a retrieval cue. As noted in the qualitative findings, students utilized "mental imagery" to recover word meanings, confirming that the audiovisual module facilitated deeper cognitive processing.

Influence of Multimedia Modalities on Depth of Acquisition

The second research question explored how different modalities influence the speed and depth of acquisition. The results from the Vocabulary Knowledge Scale (VKS) indicate that the EG

reached higher levels of productive knowledge. While the CG could mostly recognize words (Level 3), the EG achieved Level 4—the ability to use words in sentences.

The "Triple-Exposure Method" (Auditory, Static Picture, and Dynamic Video) provided what traditional sheets lacked: contextual depth. By "seeing the word in action," students moved beyond dictionary definitions to understand nuanced usage. This supports the findings of Indrayanti & Romadhon (2024), proving that multimedia is not just a "fun" addition but a cognitive necessity for mastering complex intermediate vocabulary.

Affective Factors and Motivation

The qualitative themes of "Affective Engagement" and "Reduced Anxiety" suggest that audiovisual tools address the emotional barriers to learning. In the Bangladeshi context, English is often viewed as a daunting subject. The video modules transformed the classroom into a "vibrant" environment, which reduced cognitive load and increased "learning enjoyment." This increased motivation likely encouraged students to engage more deeply with the material, further solidifying retention.

CONCLUSION

This study concludes that the integration of curated audiovisual media is a transformative strategy for English Language Teaching (ELT) at the undergraduate level in Bangladesh. The experimental evidence demonstrates that traditional methods—centered on repetition and memorization—are insufficient for long-term lexical persistence.

The findings confirm that:

1. Audiovisual media provides a "Visual Anchor" that effectively combats the rapid forgetting curve associated with rote learning.
2. Multimodal input fosters productive language skills, enabling students to use intermediate vocabulary in original contexts rather than merely recognizing them.
3. Learner motivation is significantly higher when technology-assisted tools are utilized, creating a more conducive environment for second language acquisition.

Pedagogical Recommendations

- Infrastructure Development: Educational authorities in Bangladesh should prioritize equipping college classrooms with basic digital projection tools to move away from text-only instruction.
- Curated Content: Teachers should be trained to select and "curate" high-quality ELT videos (like those from *English with Lucy* or *Interactive English*) that align with the syllabus, ensuring that technology is used with specific pedagogical intent.
- Active Engagement: Simply watching is not enough; students should be encouraged to "sketch" or "contextualize" what they see in videos to maximize the Dual Coding effect.

By bridging the gap between traditional foundations and modern interactive approaches, educators can ensure that vocabulary acquisition is not just a temporary academic requirement, but a lasting linguistic asset for students in higher education.

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